10: Weinstein S-4 (no date) 1941 RD1 Ukraine RD1

In 1937 only 240 hours were allotted to the study of Russian in the Ukrainian elementary schools,[87] but by 1939–40 the time devoted to this language had increased to 390 hours in the urban type and 429 hours in the rural type of elementary school. The most important change, however, occurred in the middle schools, the form of general school gradually replacing the elementary schools. In the middle schools, as the table indicates, a larger proportion of hours for language study are assigned to Russian than in the elementary schools. The table also reveals that the study of Russian in the Ukrainian middle schools is given more time than the study of Ukrainian in the Russian middle schools. As for the schools of the smaller minorities, illustrated by the plan for the Jewish and Moldavian schools, Russian assumes greater importance than Ukrainian; and in the middle schools of these nationalities, the study of Ukrainian has a position far below Russian and only a little higher than that of foreign languages. The pupils of the smaller nationalities would encounter Ukrainian in their extra-school life more frequently than Russian, except in the large cities where Russian is still widely used in social intercourse; and if they were to know Ukrainian and Russian equally well, more time would have to be assigned to the latter. Likewise, the Russian pupils, except in the large cities, would be more familiar with Ukrainian than the Ukrainian pupils with Russian. Because the village children would hear Russian spoken less often than the city children the rural schools have more time allotted to Russian than do the urban schools. The study of foreign languages has become increasingly important since 1932; and only last November the Commissariat of Education decided that in some middle schools the study of French, English or German should begin in the third rather than the fifth grade, thereby raising the time devoted to foreign languages from 446 hours to 602 hours.[88]

Educational work among the older generation follows the direction of that among the children in the schools. A campaign to teach adults to read and write their mother tongues has met with substantial results, and the newly literate non-Russians are being encouraged to go on and study Russian as well as their native languages. This fostering of bi-lingualism is accompanied by an attempt on the part of the government to make the population in the Ukraine multi-cultured. Increased attention is being given to popularizing the literature and music of the Russians and of other nationalities both within and without the Soviet Union; and the Russian cinema and radio are —

[87] *Za Kommunističeskoe Prosveščenie*, May 14, 1937.
[88] *Zbirnik Nakaziv . . .* , 1940, sec. 336, pp. 8–9.